/119 cont'd/

648 to take them out of there; that was all they wanted. This was their sincere plea!

181 185 The Miao are very anxious for land ownership. A Miao leader complained to me vigorously: "Since we are the same people being governed by the same government, why don't we have a chance to own land?" Another one comforted himself by saying: "We don't have land only because the feng-shui in our locality is very poor; so we would have to invite a famous feng-shui expert to adjust it. Then we would be better off naturally." From these conversations we could imagine how anxiously the Miao are dreaming of land ownership. Yet they are not merely "desiring" land or waiting for what fate may decide. They know that land can be bought only 181 with money. If they want land they have to work hard so that they 556 may save some money for the purchase of land. It is indeed true 648 that a great deal of land has been gradually transferred from Li land- 423 lords to the Miao. I personally saw many such land transfer /120/ contracts in Miao homes. This shows how hard the Miao are struggling for a living. Furthermore, such hard circumstances also make the Miao more solidly unified. This fact has surprised many outside observers who have visited the Miao area. Moreover, due to their firm awareness of the struggle for a livelihood, they also possess an anxious desire for learning. They like to read and show their interest 181 in accepting Chinese civilization. When we had just arrived in the 171 Miao area, several young men began to beg us to take them out of there and send them to school. This situation was completely different from that of the Li, who consider that school is prison. One of the Miao leaders complained to us very angrily that two years before the "Li-appeasing official" Ch'en Han-kuang had selected two to three hundred young Li men and sent them to the Yen-t'ang Military Academy at Canton, but that no Miao youths had been selected.

181 Undergoing great hardship, the Miao have established schools ● 871 in their villages and have paid large salaries to employ Chinese 648 teachers. This usually meets with the opposition of the few Li leaders, who are jealous about it. I heard that the year before a Miao

/120 cont'd/

181 leader was arrested and tortured by the li because he planned to es-
●871 tablish a school. But they were not discouraged by these unhappy
648 occurrences and pushed on to their goal. On this occasion, when we arrived in the village this spring, they were just trying to establish a school and begged us to stay there for a few months to do some teaching for them. At the least, they hoped we would help them to establish the school. But owing to our busy schedule, we had to leave within a few days. It was really surprising that when we returned there within a week we found that they had already completed the construction of the school building. Teachers had also been engaged, waiting for the opening of classes. However, the Li leaders in the neighborhood were preventing them from doing this by every means. When we left there this conflict had not been yet settled. This event impressed us deeply.

648 The Miao all live high in the mountains. Their life is hard,
123 and they have no place to submit their complaints. Therefore, they are very glad to have some cultural and social intercourse with the Chinese, and, needless to say, they have great expectations of the government. When we arrived in the Miao area, they gave us a warm welcome, /121/ because, with the exception of a few Chinese merchants, very few Chinese ever visited there and were sympathetic toward them. However, a few shrewd Li leaders also are aware of this and try by every means to prevent the Chinese from meeting the Miao. The Li leaders especially try to prevent the Miao from getting in touch with the Chinese government, so that their complaints will not be heard by the outside world and they will have to endure all the injustices inflicted on them.

511 The differences in the way of life between these two groups of people have created two entirely different national characteristics. The Miao are a people without property. The mountain area in which they live is rented from others. They have to pay a certain amount of rent annually. These mountain lands usually have very poor soil. Water supply is insufficient. They have to work hard to combat
157 nature in order to obtain a minimum amount of produce to live on.
461 Such circumstances have made them a hard-working and very frugal

H
M /123 cont'd/
648 economic tie between the Chinese and the Li, and the Chinese and
439 the Miao. I have discussed this aspect in detail in my other books. (For commercial relations between the Chinese and the Li, see Report on an Investigation of the Li of Hainan Island, chapters 4 and 5; concerning commercial relations between the Chinese and the Miao see chapter 3 of this book.) The commercial relationship between the Miao and the Li is not very important, yet it does exist. The barter trade by which the Miao exchange their bamboo products with the Li for rice is an example.

H
M In the wake of economic penetration, cultural blending is brought
177 about. It is needless to say that Chinese culture is in the leading
191 position. The most obvious aspect is that the Chinese language is very popular among both the Li and the Miao. Language is the principal medium for the exchange of opinion. It is indispensable in trade. Hence both the Li and the Miao have learned to speak the Hainan dialect of the Chinese language. Similarly, the Li and the Miao have learned each other's languages. Moreover, in order to take part in the complicated intercourse with the Chinese, the Li and
H the Miao both are anxious to accept Chinese culture, and the simplest
M way is to learn the Chinese written language. A long time ago, both
[871] the Li and the Miao established schools /124/ and invited the Chinese to teach there. Besides these, all their customs — clothing, manner of eating, housing, wedding and funeral services, etc., are greatly Sinicized. This is particularly true of the customs of the Li, because they have had more and frequent contacts with the Chinese than the Miao. This cultural influence between ethnic groups can be found anywhere one cares to investigate. There is less to be said about cultural influence between the Li and the Miao because they themselves have become two tributaries of the large stream of Sinicization.

(4)

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M We should also frankly admit that many other complex problems
648 exist among these three groups. For the future of Hainan or even the future of the Chinese, these problems must be satisfactorily solved.

4:Mickey E-5 (1940-?)1947 AE5 Miao AE5

194 this point — including "singing tones" simi-
193 lar to those in the Foochow dialect. The sentence structure differs from modern Chinese. For instance, the adjective always follows the noun. The words are monosyllabic, as in Chinese, but contain sounds not found in modern Chinese, such as one quite similar to the Welsh *ll*. There are, of course, Chinese words for things and ideas brought in through more recent contact with local Chinese.

871 When a family can afford it one or more
177 boys — rarely a girl — receive some education. This must be obtained in a Chinese school whose curriculum offers little of value to the average Miao farmer. Therefore, few

[10a]

4:Mickey E-5 (1940-?)1947 AE5 Miao AE5

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177 go beyond the local primary school. In the family in which I lived, for several generations one or more boys have graduated from middle school. There is one now in the *hsien* city of Lung-li, but formerly they had to go to Kweiyang. This family has furnished the teacher of the local school for two generations. Most of the men and many of the women speak Chinese, especially those who go to market a great deal. One of the priests in the village told Miss Li that he had a book of the ritual for "opening the way" written in Chinese, but he never showed it to us. A well-educated Miao often insists that he is Chinese (Han) and those in Kweiyang are sinicized.

[106]

7: Clarke M-3 (no date) 1911 AE5 Miao AE5

212 from them the art of writing their own language.

[193] The Miao language, like the Chinese, is syllabic, unencumbered with conjugations or other inflexions, and it would be very easy to represent Miao words by Chinese characters 871 which are not phonetic but ideographic. At the present time there are schools in the Miao villages where Chinese literature is taught. Probably from earliest times there have been some Miao, as there are now, who could read and write Chinese, and yet not one of them, as far as we know, ever attempted to put down their own words in writing. If such an attempt was ever made, it evidently met with no acceptance among the tribesmen, who remain to-day as illiterate as their ancestors in the days of Yao and Shuen.

872 When we opened a school at Panghai some 212 years ago, and offered to teach the scholars to write their own language in the Roman script, the parents would not consent, but wished their children to learn to read and write Chinese. Their way of looking at the matter is not hard to understand. What writing they have to do must be done for them in Chinese. Any Miao 212 who can read and write passably may easily make his living among his neighbours by doing

[12 cont.] After the sacrifice they
796 sometimes carve a pair of wooden images and plant them at the
[532] entrance of their village for protection. (This is the same as the Chinese idea of building a temple for the earth god.) Every year a new pair is added to receive sacrifice. Apart from
[782] this they bludgeon the pigs and bulls to offer to ancestral spirits,
[776] and regard with great awe, all good and evil spirits, such as the
[769] Thunder God, Household God, and Earth God. To them even a
[778] big tree or a strange rock is endowed with divine power. The names of evil spirits are many. If a human being offends a
753 spirit he is liable to become sick, and the only remedy is to ask a kuei-shih or a mi-p'o to the village to perform all kinds of superstitious rites, known colloquially as "spirit affairs." Since
797 the reign of Kwang-hsu [1875-1907] in the Ch'ing Dynasty, foreign Protestant and Catholic missionaries had come to Kweichow to rent houses for dispensing medicine and preaching the gospel. The Miao-I people were attracted by their kind and dignified bearings and many were subsequently converted. These preachers bought property where their congregation was the largest and established schools with teachers instructing the people in the gospel. Today Shih-men-k'an at Wei-ning is the southwest headquarters of the Christian missions. There many Hua Miao become sincere believers [13] and followers. The
[212] missionaries have also introduced a romanized form of Miao language based on the English alphabet, which the Hua Miao learn as the "Miao language."

2) Education. The Miao-I in Kweichow have no written
● 871 language, and therefore there is no education to speak of. In childhood a Miao learns leisurely at home from the adult the simple traditional ways of life. In adolescence he learns outside the home what his natural intellect is capable of, accumulating experiences days and months in an unconscious way without the aid of education. Their knowledge being thus limited, they can have no cultural progress and little improvement in the material things of life. Since the last years of the Ch'ing Dynasty those Miao who lived contiguous to the Chinese had asked the latter to establish schools in their midst. Although the number of Miao reading Chinese was on the increase, the whole system was

[13 cont.]

871 corrupt and did untold harm. Since the coming of the mission-
797 aries to the Miao area, churches and schools were established,
871 and those who were converted to the Christian religion were given an education. Today there are quite a few Miao who have received a higher education with the help of the church. However, it is regrettable that under the influence of the church, the religious element is too strong. In the 14th year
871 of the Republic [sic. It should probably be the 24th year of
648 the Republic, or 1935.] when Generalissimo Chiang Kai-shek as head of the government came to Kweichow, he saw with his own eyes the low cultural level of the Miao-I and planned to assimilate them through education. The next year the government issued an order to encourage Miao-I education and appropriated a large sum of money for the purpose. In the same year the Provincial Rural Normal School was established at Ch'ing-yen, but its students were not all children of the Miao-I, sixty or seventy percent being Chinese who pretended to be Miao-I. Again, in the 25th year of the Republic [1936] when General Yang Sen was stationed at An-shun he promoted Miao education through his army by establishing three elementary schools with some good results. But not long afterwards his troops were transferred to the front and his education program was abandoned. Aside from these attempts, the provincial
872 government established an elementary school in each of the
648 twelve hsien at Kweiyang, Huang-p'ing, Li-po, T'ai-kung, Wei-ning, An-nan, Kuan-ling, Tan-chiang, Shui-ch'eng, Ting-fan, Lo-tien and Pa-chai, where the Miao-I congregate. In other hsien areas there are short-term elementary schools that also admit Miao-I children. The educational system for the Miao-I in Kweichow is rudimentary at best and with the extensive distribution of the Miao-I over a wide area the work is like extinguishing a wagonful of burning fuel with a cup of water -- not at all effective or enough.

3) Occupations. The Miao-I people, being retarded in
241 cultural development, have just entered the stage of agricultural community, and so their chief occupation is farming. [14] Those Miao-I living in the northwest of the province have high

[151 cont.]

157 the stranger who comes to visit him and who is completely safe
609 under his roof.

The "Méo" women are gay, mirthful, only slightly shy, especially when their confidence has been gained. (One may see in photo 128, Plate 43, a European woman in the midst of a group of "Méotes," who are showing a sometimes indiscreet curiosity regarding all that has to do with the details of costume and of coiffure of strangers from the Occident.)

562 The condition of the "Méo" women is rather hard. They share in the most difficult labor.

836 The young women are not distinguished by an excess of virtue, but this fact is considered of little importance by the "Méo."

526 The young boys and the young men greatly honor exercises of skill and strength and often compete with one another in carrying heavy burdens or in racing over the mountains.

[152] The various dialects used by the "Méo" are monosyllabic.
193 As among the "Man-ta-pan" the qualifying word is placed before the noun, the subject before the verb, the direct object after the indirect.

197 It is likely that in their country of origin each "Méo" tribe used a special dialect. Among the tribes settled in Tonkin, who are very much mixed together, the dialects, which are not fixed by any writing, seem to blend together by regions and to be used in each of these regions by all the "Méo" tribes who dwell there.

[198] Almost all the "Méo" use the "kouan-hoa" as the language of
212 commerce. Literate persons are very rare. Those who know a few characters pronounce them in the Chinese fashion. The "Méo" are
● [871] beginning to send their children to the schools that are being conducted in our frontier posts located at the high altitudes. For their
[648] dealings with the authorities and for writing their rare letters, they have recourse to the help of a literate Chinese.

538 The "Méo" have no written literature, but they know narra-
[533] tives, prayers, and some songs, which they sing in a monotonous, sad tone. They show little imagination, much simplicity and sometimes even triviality, for they particularly extol the material joys of life, of the table, and of love, the sole pleasures of a race whose

252 face, crowned with the halo of their wide turban, and a throat panting
243 with the effort just accomplished, together with their ballerina skirts
462 flapping about their bare legs-- the general effect of all this at the foot of a rocky cliff makes a picture to tempt the brush of a Millet.

Section 7

Way of Life--Intellectual State--
Religious Ideas--Custom Relating to Birth, Marriage,
and Death--Religious Ideas

181 The Meo likes his independence very much. However, he is
177 less uncouth than the Man in his dealings with the French. It is not
609 impossible to make a soldier of him and the creation of the small posts,
701 linh co, of this race have been entirely successful. In 1904 about forty of them were incorporated into the "Tonkinese Tirailleurs" at Bao Lac, but this attempt gave less satisfactory results because of their antipathy to life in the barracks. In the future we should be satisfied with having them enter the police forces of the frontier.

871 The Meo, while somewhat crude, are not entirely without
153 intelligence. A school was founded in March 1903 at the military post of Phobang, made up of young Meo and Lolo, and at the end of a year most of them, and especially the Lolo, already were reading correctly and were beginning to write little phrases in French. From this experiment one might at last conclude that these peoples are capable of a certain intellectual culture.

262 /141/ The Meo's method of living is of the simplest. His usual
252 food is maize, he eats meat only on the occasion of festivities, but
415 then he is not forbidden to eat the flesh of the dog, as are the Man. Maize is cooked by steaming. It is eaten at home with an abundance of vegetables, but for meals while traveling, or in the fields, small cakes are made of it. A porcelain spoon is the only instrument used in bringing food to the mouth.

276 Although the cultivation of the opium poppy is very widespread
[249] among the Meo, he uses very little of it himself. On the other hand, almost all smoke tobacco, either in a water pipe, or in a pipe similar to our own. The tobacco prepared by them looks like French tobacco, but is very much stronger. Neither men nor women chew betel. Far
301 from lacquering their teeth, they take a certain pride in having them
515 brilliantly white and go so far as to carry their tooth-brushes hanging from their neckloces.

/82 cont./

A M 153 861 [157] the Meau. If they do not receive an adequate or satisfactory answer, they soon go on to something else. They themselves never try to explain unfamiliar things; on the otherhand, /83/ with strangers they are more active and less self-conscious in their questioning than the Meau children, who, to be sure, are curious, but remain shyly in the background.

Most of the children ask many questions, but there are also some who ask few. They want an explanation for everything that is inexplicable to them. They ask why the trees grow, who makes the rice, what kind of spirits there are, why the dog barks, why the father goes hunting, why one hurts himself when he falls down, why birds fly, and so forth. The adults attempt to answer these questions truthfully and to the best of their ability, but sometimes they themselves are at a loss. If they are unable to answer a question, they say: "Oh, you already know more than I do, why do you ask me?"

A M 153 856 145 As far as learning ability is concerned, the Meau children, according to my observations, are extremely gifted; in my estimation, at least up to the age of six they are hardly less gifted than European children of the same age. The Akha children are somewhat less gifted. In all practical aspects and in the use of their bodies, the children of the Meau and Akha are more skillful and especially more perservering and much tougher than children of the Schan /Shan/ and Lao at the same age.

A M [871] Comparisons with European children in school could not be made, since in northern Thailand neither the Meau nor Akha children visit any schools. Besides, there were no European children there as a basis for comparison.

8. Art in the Life of Children

A M 857 [534] The musical instruments of the adults (see the chapter, "Art," section on "Music and Musical Instruments") are precious and are not given to the children. I could not find any instruments for children, not even any that could be regarded as relics on the path of the development of the art. At most it